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ABSTRACT

This booklet presents descriptions of 31 successful basic skills language arts/writing programs for prekindergarten through grade 12, collected from school districts nationwide by the National Diffusion Network. Information provided for each program includes: (1) program name and brief description; (2) audience focus (noting grade and ability levels); (3) a detailed abstract of the program; (4) requirements for implementation; (5) costs of materials; (6) services provided by the program; and (7) names and addresses of program directors. The 57 categories include programs in diagnostic teaching, individualized learning, reading, and writing skills. Programs include: Criterion Reading Instruction Project (CRIP); New Jersey Writing Project; Teaching Activities for Language Knowledge (TALK); and Electric Company. The booklet provides an alphabetical table of contents, in addition to category and grade level indices for the programs. (MM)

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Basic Skills-Language Arts/Writing

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INTRODUCTION

The National Diffusion Network facilitates the exchange of information between the developers of successful projects and adopting districts. Many of the projects receive federal funding as Developer Demonstrators to provide teacher training, materials, and technical assistance to those who adopt their programs. Through the State Facilitator Project, the Michigan Department of Education is the principal link between Developer Demonstrators and those adopting new programs. The Department can help in the identification of programs to address current local needs, and in the adoption and implementation process.

The information contained in this booklet presents descriptions of educational programs that have been validated as successful. These projects have been developed by individual school districts throughout the nation, in response to their local needs. The Joint Dissemination Review Panel of the U.S. Department of Education has reviewed and validated the data presented by each project. These programs are available for adoption by other districts.

The following introductory pages contain an alphabetical table of contents, an index of programs by category and an index of programs by grade level(s) for which the programs have been validated. Some programs have been used successfully at other grade levels. This is noted in the abstracts. The Department of Education can assist in adoption of a program only at the grade level(s) for which it has been validated.

For further information about any of these programs, or for assistance in adopting or implementing one of the programs, please feel free to contact Mrs. Patricia Slocum, Michigan State Facilitator, Office of Grants Coordination and Procurement, Michigan Department of Education, Post Office Box 30008, Lansing, Michigan 48909, telephone (517) 373-1806.

BASIC SKILLS-LANGUAGE ARTS/WRITING PROJECTS

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A CLASSROOM TEAM APPROACH: for improving language arts skills. JDRP approved for pupils in grades I-5 scoring in lowest quartile in reading achievement. A preshool program has been added for four year olds preceding Kindergarten who have language and experiential deficiencies.

Description A Classroom Team Approach is designed to provide an instructional model that will be successful in helping pupils improve their language arts skills. The program includes reading and communication skills, language development, creative writing, and recreational reading. Chapter I teacher specialists, working in a team relationship with cooperating classroom teachers and aides, devise and implement instructional activities that relate the pupils' characteristics and learning styles to the existing curriculum. Pupils selected for the program are in the lowest quartile in reading achievement. They are cross-age grouped in regular classrooms, with 24 Chapter I pupils served for a 60-80 minute language arts period. Each class is divided into three or four subgroups of six to eight pupils; during the period, each subgroup receives 20 minutes of regular reading instruction from the participating classroom teacher, 20 minutes of supplementary instruction from the Chapter I teacher, and 20 minutes of reinforcement activities from the aide. (In the case of an 80-minute period, the class regroups for 20 minutes of instruction in written communications). In addition to the regular classroom program, a resource classroom may be provided, offering supervised activities in recreational reading and creative writing. These activities are scheduled during the afternoon, when classroom regroupings are not feasible.

Contact ***Dr. Donald Carline—Supervisor of Chapter I Program—or Sally Jo Case, Coordinator, Adams County S.D #50; 7200 Lowell Boulevard, Westminster, CO 80030. (303) 428-35ll, ext. 267.***

Developmental Funding: USOE ESEA Title I

JDRP No. 74-122 (12/16/74)

PROJECT COAST: Cognitively Oriented Approach to Skills Teaching. A cognitively oriented program for mathematics, language development/writing, and the application of skills through the use of learning centers.

Audience Approved by JDRP for students of all abilities and socioeconomic backgrounds in grades K-3.

Description The goals of Project COAST are growth in mathematics and communication skills through strategies that develop related concepts and provide opportunities for the application of skills. There are three program components: mathematics, language development/writing, and learning centers. A management system for small-group math instruction and the use of relevant manipulative instructional materials support a more individualized approach to concept and skill development. The understanding of mathematical concepts forms the "cubbyholes" within which skills are stored for easier retrieval.

Active units of study for various types of literature form the cognitive framework for expanding skills in oral and written communication. The resulting understanding allays the students' fears of not having "anything to write about." This process utilizes the language experience approach and naturally integrates all of the language arts (speaking, listening, writing, and reading) in a purposeful way. Communications and mathematics skills checklists based on Florida Minimum Performance Standards are available to aid the teacher in documenting student achievement.

Learning centers in the classroom allow children to make choices and work independently as they apply basic skills, solve problems, and make decisions. A well-planned and time-tested management system for centers provides the parameters within which the students are given the motivation and opportunity to be thoroughly involved in their own learning. The teacher's interactions and observations during this segment provide the basis for more appropriate direct instruction.

Requirements Several combinations of program components and training options will be made available in order to meet the specific needs, characteristics, and resources of each site. The adopting district must provide a facilitator (curriculum coordinator or administrative staff member) for an average of one hour per classroom per week to assist in the implementation and evaluation of the COAST program. The program can be adopted by as few as one district facilitator and two classroom teachers.

Costs The adopting district will allocate or secure funds to provide for (1) a part-time district facilitator for local implementation/evaluation, (2) the COAST consultant's travel expenses and per diem, and (3) time, space, and materials for program staff inservice workshops. COAST curriculum materials cost approximately $33 per classroom. Other needed materials are either teacher-made or are those typically found in elementary classrooms.

Services Awareness materials are available at no cost. Demonstration classrooms may be visited upon adoption. Project staff are available to attend awareness meetings (costs to be negotiated). Needs assessment, training, and follow-up services for classroom teachers and administrators are provided at adopter sites (costs to be negotiated).

Contact ***Mary F. Hancock, Director; Project COAST; or David Bidwell, Director; Panhandle Area Education Cooperative (PAEC); 411 West Blvd. S; Chipley, FL 32428. (904) 638-4131.***

Developmental Funding: USOE Follow Through

JDRP No. 77-123c (2/4/81)

CRITERION READING INSTRUCTION PROJECT (CRIP). An individualized language arts readiness program. Approved by JDRP for grades pre-K through 3.

Description Specific performance objectives are divided into four major readiness areas: psychomotor, auditory, visual, and oral language. These four areas are further segmented by 11 subdivisions: small motor, large motor, coordination, directionality, auditory discrimination and classification, visual discrimination, visual comprehension, visual memory, oral composition, and oral vocabulary. A hierarchy of 115 reading readiness skills constitutes the CRIP continuum.

Children go to a specially equipped room where instruction is geared to demonstrated individual needs. Activities are arranged around learning centers in an open-classroom fashion, and the children work independently or in small groups.

Pre-kindergarten and kindergarten children in the public schools meet for two and one-half hours in morning or afternoon sessions five days per week. First-, second-, and third-grade students are scheduled for a minimum of one-half hour per day, five days per week. Teacher's aides are helpful for maintaining the classroom inventory of equipment and instructional supplies, recording test scores, and assisting teachers in nonteaching duties.

Contact *Anita M. Schmidt, Director; Elementary Education and Chapter I; School #4 Annex; Dill Ave.; Linden, NJ 07036. (201) 486-2530.*

Developmental Funding: USOE ESEA Title I

JDRP No. 32 (4/9/73)

EARLY CHILDHOOD PREVENTIVE CURRICULUM (ECPC). A program for high-risk first-grade students developing the perceptual, cognitive, and language skills they need to respond successfully to beginning reading instruction.

Audience Approved for identified high-risk first-grade students. It has been used in other settings with primary learning-disabled children and children whose prereading perceptual skills development shows limited beginning reading ability.

Description The project focuses on high-risk first-grade students by means of an individualized diagnostic curriculum. (High-risk children are those who have normal capacity to learn, but who begin first grade lacking prereading perceptual skills and exhibit poor concept and/or oral language development). Classrooms are established as primary learning laboratories, in which the environment, management, and materials facilitate small-group instruction and independent learning. Teachers receive special training in diagnostic teaching skills and in individualizing instruction.

Using results of criterion-referenced tests, the teacher prescribes for prereading perceptual needs. Self-correction, self-direction, reinforcement for learning, prereading skills development, and listening skills are all interwoven in an all-day first-grade program that includes small-group reading instruction. (For other children who lack independent reading ability, the criterion-referenced assessments provide the teacher with a means of identifying learning needs and styles).

Although primarily utilized as a full-time, self-contained unit, the program can be implemented on a resource or part-time basis. It is particularly successful with Chapter I type students.

Requirements Any experienced primary teacher can implement the program following training. Attendance at a three-day workshop is essential for adoption. A support-resource person (curriculum specialist, reading teacher/coordinator, psychologist) knowledgeable in the program should be available to advise and assist the teacher. A full-time paraprofessinal aide is required for full implementation. Any primary classroom can be used to create a student learning-centered environment. No special equipment is necessary.

Costs Project-developed Prereading Assessment test and various guides must be purchased from the project. Manuals and guides are costed per teacher. Some materials are per school/district usage. Utilization of Listening Lessons components demands purchase of multiple copies of paperback books and cassette tapes. Costs will vary from $100-$2,000; depending upon number of teachers who will implement program.

Services In-depth awareness materials are available at no charge. Visitors are welcome by appointment at project and at demonstration sites around the country. Awareness sessions are offered at potential adopter sites (honorarium and expenses must be paid). Materials may be purchased without adoption training. Technical assistance in preparing adoption/adaptation proposals is available at no cost.

Contact ***Nathan Farber, Director; ECPC Program; 9240 S.W. 124 St.; Miami, FL 33176. (305) 251-5445.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-57 (5/23/74)

THE ELECTRIC COMPANY. The use of television in teaching reading skills to young children. Approved by JDRP for children, grades 2-4, who are below grade level in read- ing.

Description The Electric Company represents the first large-scale experiment in the use of television in teaching reading skills to young children. The best Electric Company segments are now organized into new video cassette, 16 mm films and sound filmstrips that develop and reinforce specific reading skills. Programs available now cover punctuation, consonant diagraphs, short vowel sounds and silent "e". Teacher's Guide and Library Kit are included, featuring reproducible exercises, song lyrics and program objectives.

FINANCIAL REQUIREMENTS: Video edition, 16 mm edition, sound-filmstrip edition are avilable from Guidance Associates.

SERVICES AVAILABLE: Field officers are located in several states. For referral contact Evelyn P. Davis, One Lincoln Plaza, New York, NY 10023 (212) 595-3456. CTW staff are available to participate in regional and national conferences.

Contact **Evelyn P. Davis; Children's Television Workshop; One Lincoln Plaza; New York, NY 10023. (212) 595-3456.**

Developmental Funding: USOE Off. of Lib. Learning-Tech.

JDRP No. 74-23 (4/29/74)

EVERY STUDENT EVERY DAY. A diagnostic/prescriptive program designed to meet the fundamental language, reading, and arithmetic skill needs of children in grades K-8 who score in the bottom CTBS quartile.

Description Ongoing diagnosis of pupil need is the core of this program. Each day's teaching-learning experience is specific to each child. Teachers and paraprofessionals are used to maintain a ratio of 4 or 5 children per adult. An optical mark reader that scores each teaching practice or exercise the moment the student finishes it makes immediate shifts in teaching strategy possible and acts as a strong motivator for students and teacher. Students attend special classes for 45 minutes daily. Each student's program provides 3 changes of activity during the period to assure full concentration. The program is an instructional management system using every possible strategy to insure that the right instruction reaches each student when it can be most effective. Test and practice materials copyrighted as the "Precision Teaching Program" form the major part of the program. Some commercially available materials have been adapted for machine scoring, and teachers and aides are shown ways of developing their own materials. A week-long workshop before the start of the school year is followed by biweekly half-day meetings. Teachers and aides are taught to individualize instruction, recognize and teach to student's need, use commercial materials properly, and build materials. The self-correcting feature gives the program potential for meeting the instructional needs of any group of students in any region.

Contact ***Carlton M. Singleton, Project Director; 3908 So.12th St.; Arlington, VA 22204. (703) 521-3885. Darryl Boudreaux, Federal Project Administrator; St. Mary Parish School Board; P.O. Box 1239; Morgan City, LA 70380. (504) 384-1250.***

Developmental Funding: USOE ESEA Title I

JDRP No. 78-198 (11/27/78)
Recertified (11/84)

EXPRESSIVE WRITING IN SCHOOL. A program designed to enhance the writing skills of K-6 students.

Description The Expressive Writing In School Project is designed to enhance the skills of K-6 students in the writing process. The project is interdisciplinary in nature and employs continuous direct instruction with children working on a variety of writing forms and genres. Individualization and feedback are essential components of the program. Students in project classrooms write an average of 40 minutes each day. This time is not simply "set-aside," but rather, students write or study some aspect of the writing process as an integral part of the regular school day. This is especially true in language arts where writing becomes the vehicle for the teaching of spelling, punctuation, word usage, and other literary skills. In order to keep interest high, the classroom integration of writing instruction is systematically scheduled. Because of this "tailor-made style," the program is readily implemented in any school system. Individualization of instruction occurs as a functional part of the program. The term "Expressive Writing" is used to emphasize that children work with their own ideas and experiences and their own understanding of new information. In this way, the language that comes to the page is the child's own. Teachers learn about students as individuals through their writing, both through the varied content and the different levels of language skills which students bring to it. All project students keep individual files of their own writing from which they or their teachers can evaluate their progress. Teachers, aides, and/or parent volunteers conference with students about their writing.

Contact ***Miss Bryce Moore, Project Director; Expressive Writing in School; White Hill School; Fairfax School District; 101 Glenn Drive; Fairfax, CA 94930 (415) 454-8390.***

Developmental Funding:

JDRP No. 83-11 (2/25/83)

FERGUSON-FLORISSANT WRITING PROJECT. An inservice program to increase student writing achievement.

Audience Approved by JDRP for teachers of students, grades 4-12.

Description The purpose of this staff development program is to change the teaching of writing. Each day of the three-week inservice is divided into two parts. The morning session surveys current writing instruction methodology; in the afternoon, teachers develop their skills as writers. While a two-stage process is usually employed in traditional writing instruction, (composing and evaluating), a four-stage writing process is employed in the writing project—prewriting, composing, revising, and evaluating. Revision takes place in small critique groups.

After the training was completed, teachers reported they spent 10 hours each month on personal writing, whereas before training they had spent no time on this activity. They used the four-stage process with their students as well. While grammar and mechanics are typically taught separately from writing, project teachers combined grammar and mechanics with writing. They also reported an increase in prewriting activities such as free writing, focused writing, and non-stop writing. This increased the lag time between assignment and initiation of student writing. Students also used critiquing groups for the revision stage.

Trained and newly trained teachers met to share strategies. Project staff participated in training, organized meetings to discuss progress, and demonstrated model lessons.

Effectiveness results indicate that students with trained teachers show statistically significant differences in their writing achievement when compared to students without trained teachers.

Requirements An adopter must send 1 to 3 teachers to a five-day Leadership Training Seminar. Ideally, a district would train an elementary and a secondary teacher as co-leaders of the district's planned summer writing project. The summer writing project should draw between 15 and 30 district teachers from all grade levels and all content areas. An elementary and secondary writing curriculum to be used by trained teachers is also available for purchase.

Costs This program requires no new student materials. Curriculum guides (priced at $10 and $18.50 for the elementary and secondary editions) are required for each teacher in the summer writing project. The program's major cost is the stipend which the district would regularly pay teachers for summer inservice work. Based on one school with 30 teachers and 750 students, the per pupil cost for the start-up year is $5.95. Recurring costs are $2.82 per pupil.

Services Awareness materials are available free of charge, and awareness presentations are available on an expense-shared basis. Leadership Training Seminars may be provided for the trainer's travel and per diem expenses (if training is done in the local district) or the participant's travel and per diem expenses (if the training is done in Ferguson-Florissant). Visitations are welcome anytime. Leadership Training Seminars are scheduled at least twice a year, in November and April, at the demonstration site located in St. Louis area.

Contact ***Dr. Mary Louise Hawkins, Project Director; Ferguson-Florissant Writing Project; Ferguson Reorganized School District R-2; 1005 Waterford Drive; Florissant, MO 63033. (314) 831-4411.***

Developmental Funding: USOE ESEA Title II and VII

JDRP No. 82-26 (5/26/82)

FLINT FOLLOW THROUGH. A Direct Instruction Model.

Audience Approved by JDRP for grades K-3. The project was developed for educationally and economically disadvantaged students.

Description In practice since 1969, educationally disadvantaged students have grown significantly in basic skills development as well as in their ability to more accurately perceive themselves as worthy, capable people.

Teaching materials are the highly structured, carefully sequenced, scripted lessons of READING MASTERY and DISTAR Language and Arithmetic. Each area is taught in daily 30-minute blocks. Increased achievement is attained by reciprocal teaching requiring a high degree of students time on task; multiple-response techniques to increase guided practice of new skills and prescribed procedures for evaluating students. Independent work activities review, reinforce and integrate the skills mastered in the directed lesson. Individual student progress is regularly monitored through criterion-referenced materials.

Students in the Direct Instruction program score significantly higher on achievement tests in reading, language, and mathematics than students from similar background not in the program. Results of the SRA Achievement Test show gains meeting or exceeding national norms in all areas.

A parent coordinator promotes an active parent involvement program.

Requirements Program components are correlated but may be adopted individually based on LEA needs. An adopter must agree to a two-year implementation, provide pre and post test data and purchase teacher and student materials.

Costs Costs are release time for staff development and materials. Teacher materials are a one-time purchase at $250 per curricular area. Consumable student materials are approximately $10 per student, per curricular area, per year.

Services A Follow Through Resource Center. Descriptive materials, on and off-site awareness sessions, staff development and bi-monthly consultant visits are available at no cost to the adopter.

Contact *Edward J. Hansberry, Director; Flint Follow Through; 923 E. Kearsley St.; Flint, MI 48502. (313) 762-1452.*

Developmental Funding: USDE Follow Through

JDRP No. 77-122 (8/17/77)

GAMES CHILDREN PLAY—ATLANTA FOLLOW THROUGH/INTERDEPENDENT LEARNING MODEL. Uses instructional games and other self-management techniques for children to help them learn problem-solving skills and to reinforce basic skills.

Audience Approved by JDRP for grades K-3. This program can be used with grades 4-6.

Description The four major Interdependent Learning Model (ILM) developmental goals are independence, interdependence, positive self-concepts, and positive attitudes toward learning. Learning activities are designed to promote these goals and to reflect the culture and environment of the children. Classroom management, which includes room arrangement, grouping, scheduling, recordkeeping, evaluation, classroom rules, and team functioning, is one of the most important model processes used to accomplish these goals. Children work in small groups, independent of direct adult participation. Heterogeneous skill-level grouping is encouraged so that children learn from their peers. Children schedule the majority of their own work activities and record and evaluate the results of their own work.

The model combines principles of programmed instruction, cognitive-developmental, and group process theories. A variety of instructional game formats is used to implement these principles. The Transactional Instructional Games are Table Games, Conversation Games, and Street/Folk/Musical Games. Instructional content is "plugged in" to the games according to the children's needs and levels. The Integrated Skills Method of teaching reading is used to coordinate small-group reading instruction in the Direct Approach to Decoding, with the basal series used in individual schools. All instructional processes—instructional games, classroom management system, and reading program—help children to achieve the four major goals and enable teachers to be responsive to children's interests and learning styles.

Requirements Program may be implemented in a single class, grade level, or all grades. It is desirable for supervisory personnel to participate with teachers in the training. Training for math adoption requires three days, and for a reading adoption, five days. Implementation must be for at least one year.

Costs Approximate costs for math adoption per classroom: $83.00 (six manuals and classroom materials). Approximate costs for reading adoption per classroom: $103.00 (eight manuals and classroom material).

Services Awareness materials are available at no cost. Visitors are welcome by appointment for guided classroom visits at the project site. Training is available at the adopter site (travel and per diem costs to be negotiated), or at the project site (adopter pays only its own costs). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Stella S. Lewis, Director, Follow Through Program and Follow Through Resource Center; Atlanta Public Schools; 551 Houston Street, Northeast; Atlanta, GA 30312. (404) 681-7909.***

Developmental Funding: USOE Follow Through

JDRP No. 77-121 (8/17/77)

GEMS: GOAL-BASED EDUCATIONAL MANAGEMENT SYSTEM. A goal-based educational management system developed to support diagnostic/prescriptive teaching for mastery learning.

Audience Approved by JDRP for grades K-6. This program has also been used with grades 7-12.

Description With GEMS, teachers can efficiently diagnose skills in reading and prescribe learning activities for mastering these skills. GEMS defines reading in terms of units of study (goal-units) for each grade level. The goal-units are divided into six strands—phonics, structure, vocabulary, comprehension, study skills, and affective reading. Pre- and posttests are provided for each goal-unit, and placement tests are provided for each strand to help teachers diagnose the appropriate instructional level for each student. Multiple strategies and materials to aid in teaching for mastery are identified and coded to the GEMS Reading System. A GEMS Book is provided for each level; these books are intended to be used by the teacher as a guide in implementing the program with students. Each book contains introductory information; goal-units, pre- and posttests, test keys; model strategies for each goal-unit; and an appendix of information and teacher resources.

GEMS reading incorporates three basic retrieval systems: paper and pencil, key sort cards, and computer. Retrieval systems are developed to monitor student progress and to aid teachers in grouping students in instructional sequences. Mastery tests are available to check for learning retention and competency relative to graduation requirements. GEMS makes it possible for teachers to pursue the goal of mastery learning by identifying and communicating to students what they are expected to learn, indicating the appropriate level for instruction, and accommodating a variety of teaching approaches to meet student needs. GEMS places accountability of student and teacher in proper perspective by helping teachers evaluate the quality of their own teaching as well as their students' performance. The staff development component of GEMS reading is designed to train teachers and administrators in the use of the management system for diagnostic/prescriptive teaching. Workshops include: the GEMS Book, Material Management, Procedural Guidelines, Reading Process, Directed Reading, Classroom Management, Testing and Retrieval.

Requirements GEMS can be implemented by a grade level, a reading department, a school, or a district. Twelve hours of staff training are required to begin the implementation process. At least one follow-up session is recommended. A GEMS teacher's manual is required for each teacher and administrator. Development of local leadership is emphasized.

Costs Costs are contingent upon group size, location, and levels implemented. Materials cost is $50 per teacher for a grade-level GEMS Book with tests and strategies. Maintenance costs can be absorbed within a regular school budget.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project director is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site or at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Beverly Lloyd, GEMS Project Director; Jordan School District; 9361 S. 400 East; Sandy, UT 84070. (801) 566-1521.***

Developmental Funding: USOE Right to Read JDRP No. 79-2 (2/16/79)

INDIVIDUALIZED LANGUAGE ARTS: Diagnosis, Prescription, and Evaluation. A project combining a language-experience approach with techniques derived from modern linguistic theory to enhance skills in written composition.

Audience Approved by JDRP for grades 3-6. Has been used with grades 1-2, 7-12, college basic skills programs, adult education programs, special education programs, and independent and supplementary programs in written composition.

Description At least three times a year, the teacher evaluates writing samples composed by students on self-selected topics. Utilizing criteria common to nearly all language arts programs, the teacher is then able to assign priorities to the needs of the whole class, groups of students, and individual youngsters. For each objective stemming from this diagnosis, a teacher's resource manual prescribes a variety of writing or revision techniques for all content areas involving writing. Motivation for writing is strengthened by a "communication spiral" that links composition to the other language arts and to real-life experience. A record-keeping system permits students, teachers, administrators and parents to observe growth in writing proficiency from month to month and grade to grade. The program can be combined readily with existing language arts curricula and materials.

Requirements District makes a definite commitment to improving basic writing skills of all students. District sends initial cadre of teachers and administrators to convenient sites for two-day (10-15 hours) training and purchases copies of Teachers Resource Manual and Management Manual (for administrators). District assumes responsiblity for extending the program to other grades, classes and/or schools in future years, with turnkey trainers conducting inservice programs. District reports to project on extent and quality of implementation.

Costs District assumes (or shares with NDN Facilitator) the costs of releasing teachers and administrators for training workshops. District assumes (or shares with NDN Facilitator) per diem, travel, and lodging costs for project staff. Teacher's Resource Manual: $10.00 per copy. Management Manual (for administrators): $2.00 per copy.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings. Training is conducted in requesting district and states throughout the year. Follow-up assistance is also available to adopters. (Costs for trainers' services, travel, and per diem expenses for awareness, training, or follow-up assistance to be negotiated).

Contact ***Jeanette Alder, Project Director; Weehawken High School, Liberty Place, Weehawken, NJ 07087. (201) 865-1506.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-55 (5/23/74)

KENOSHA MODEL: Academic Improvement Through Language Experience. An individualized program to improve communication skills utilizing the language experience approach.

Audience Approved by JDRP for students grades K-2. This program has also been used in other settings with grades 3-10.

Description Public and nonpublic school classroom teachers refer low-achieving students to the Chapter I resource room for individual assessment. Following the educational assessment, the resource teacher selects those students with the greatest need. A Personalized Performance Plan is developed that considers the area of deficiency, the student's learning style and the instructional techniques to be followed in correcting the deficiency. The plan is flexible and can be modified as the needs of the student change. The language experience approach to instruction is utilized. Instruction follows the assumption that students can speak about that which they have experienced, write about that which they have spoken and read about that which they have written. Student authorship at all grade levels is requisite. At the parent project, a teacher and two aides serve each resource room. Instruction is individualized and takes place in small groups. This project serves approximately 1,200 students during the school year. Intensive inservice and parent participation are essential components of this program.

Target schools are established by low-income guidelines. Students served are selected from those scoring in the lowest three stanines on standardized tests. Kindergarten students are selected from those referred by classroom teachers.

The model has been proven to be effective for limited English proficient students as well as the Chapter One target population. The approach is also used successfully to supplement the standard text in many reading/language arts programs.

Requirements The staff must be committed to the language experience approach to instruction. The experience/talking/writing/reading format must be followed. Potential adopters are encouraged to send staff members to visit the program. A one day training session, conducted by the Kenosha Model staff, provides motivational and instructional techniques for implementing the program.

Costs The program uses existing staff. No additional materials are required.

Services Awareness materials are available. Visitors are welcome any time by appointment at project site and additional designated demonstration sites. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only own costs). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

Contact ***Tom Zuhlke, Program Director; Kenosha Unified School District; 3600-52nd St.; Kenosha, WI 53142 (414) 656-6378.***

Developmental Funding: USOE ESEA Title I

JDRP No. 78-184 (5/23/78)

MODEL CLASSROOMS' Computerized Classroom Management System (CLASS). A classroom management system that allows each student to work within the regular classroom at his or her individual math, reading and language achievement levels.

Audience Approved by JDRP for all students of all ability levels, grades 1-6. Software can also be used for secondary programs.

Description This Washington State program was developed by Urban Rural Racial Disadvantaged (URRD) funds to remedy the basic skills deficiencies of disadvantaged students. The classroom management system was subsequently refined for use by all students in regular classrooms. The program usually takes place in the morning and lasts until lunch. During this time, students work independently and in small groups on assignments keyed to their individual achievement levels. These assignments are determined in student-teacher conferences. Bicultural students can receive assignments in their native language if they prefer. This classroom management system teaches students how to become responsible for their own learning. They, with their teacher determine the rules and procedures to be followed in the classroom, and they perform the daily chores required to maintain an orderly work environment. Student progress is assessed weekly. Students have access to their personal progress records and are responsible for suggesting the direction of their program for the following week.

A training workshop is conducted either at the adopter site or at a regional workshop. During the workshop, participants learn to select and organize placement tests, cross-reference materials, design class profile sheets, and establish a student-managed classroom organizational plan.

Model Classrooms' Computerized Classroom Management System (CLASS) consists of three separate programs: a file initialization program which establishes a student record file, an assignments file, and a chapter objectives file; a student update program; and a report generator which prepares and prints student prescriptions, class profiles, and student summaries. The CLASS system is available for the Apple II and TRS-8O Models III and IV.

Requirements Workshop participants must supply the following materials and equipment: a textbook for any subject or 10 objectives and assignments for students. CLASS can be implemented in any classroom environment with an unlimited number of students.

Costs Cost for the training workshop is negotiable. All participants receive a comprehensive instructional manual on the application of CLASS in the classroom management setting. The disk with the three software programs is also included. No special materials are required when participants return to their classroom.

Services Awareness materials are available at no cost. Training is conducted at a regional site usually after school or on a Saturday. Implementation, software modification services, and follow-up are available to adopters.

Contact ***Sherry Avena; Model Classrooms; 4095 173rd Place S.E.; Bellevue, WA 98008. (206) 746-0331.***

Developmental Funding:
Ed. Regional Research Prog., Voc. Rehab. Coop. Research Act, and State JDRP No. 78-170 (3/27/78)

NEW ADVENTURE IN LEARNING: Success Strategies for Reading and Language (NAIL). Comprehensive language arts and classroom discipline. Approved by JDRP for students of all abilities, grades K-3, and elementary school faculties. This program has also been used in other settings with grades 4-8.

Description This interdisciplinary program, emphasizing basic language and reading skills, trains regular classroom teachers to utilize diagnostic, prescriptive and language experience techniques more commonly used by reading clinicians.

This program is a combination of individualized techniques and basal reader instruction, a systematic management system with learning activities that are motivating yet appropriate for elementary-age children, a concern for academic achievement, and a concern for the child's self-concept.

Adoption may involve the total curriculum project or any one of three program components: Psycholinguistics, Oral Language and Reading. Training for effective classroom discipline accompanies each component. A five-day seminar at the D/D site is available for training leadership teams from adopter school systems selecting total curriculum adoption. Seminars provide in-depth training to prepare leadership teams for training classroom teachers; all training materials, including instructional modules for each professional staff member and an implementation/management kit, are also provided. Training workshops are also available at adopter's home district for classroom teachers and administrators. The number of days for these workshops depends on the number of components chosen.

Contact *Freda Wynn, Director; New Adventure; W.T. Moore Elementary School; Rt. 17; Dempsey Mayo Rd.; Tallahassee, FL 32308. (904) 488-7584.*

Developmental Funding: USOE ESEA Title III

JDRP No. 74-71 (5/23/74)

THE NEW JERSEY WRITING PROJECT. A teacher training program that improves student writing.

Audience Approved by JDRP for teachers and students grades 7-12, all ability levels. It has been implemented in K-6 as well.

Description The New Jersey Writing Project is a state-wide writing program based on a thorough knowledge of the composing process. This project is predicated on the following assumptions: writing is a process and a mode of learning; teachers of writing should write; teachers teaching other teachers accomplish efficient curriculum change; theory about and assessment of other writing should enhance classroom practices.

The program involves three stages: teacher training, implementation and staff development, and assessment. The teacher training stage is a three-week summer institute for teachers from a single district or from multiple districts in the same geographic region. Each day of the training program is divided into a writing/sharing morning session and a theory presentation in the afternoon. The second stage is a two-part program. First, returning teacher consultants introduce writing as a process into their classrooms. Within the confines of the regular English period each teacher provides time for students to write in class. All students are instructed in the process of effective editorial feedback. Second, in addition to implementation in the classroom the returning teachers begin staff development programs suited to the unique needs of district curricula. The third stage involves the development and use of assessment instruments and procedures. This evaluative phase encompasses the following components: students' writing samples; training for teachers in holistic scoring; and teacher and student writing attitude surveys.

Requirements The program should be adopted by a single district or a group of districts wishing to work jointly on student writing. Training is required. One or two district teachers receive intensive training and return to their schools to train others.

Costs Costs are limited to training. Training for a group of 25 teachers from 10-20 districts at adopter site: a trainer for three weeks, $2,000; travel and residency for the trainer, if required, approximately $1,800; payment or credits for participating teachers as per local option; paper and supplies, $150; texts per participant, approximately $25; two release days per participant for follow-up and evaluation data analysis.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and demonstration sites. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at the adopter site during the summer with adopters paying for individuals trained. Training is available at adopter site, usually in three-week full-day sessions in June, July or August (all expenses of trainer's stipend, travel and per diem, and cost of training materials must be paid). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Dr. Linda Waitkus Halstead, Project Director; South Brunswick Township Board of Education; 1 Executive Dr.; Monmouth Junction, NJ 08852. (201) 297-7800.***

Developmental Funding: Natl. Endowment for the Humanities JDRP No. 79-19 (5/24/79)

NICHOLS AVENUE FOLLOW THROUGH: A Direct Instructional Model. Basic reading and language for low-income, nonwhite, inner-city children in grades K-3 and a program for parents involvement.

Description The program relies on the structured DISTAR materials in reading and language which sequence tasks to ensure skill mastery. The content of each level sequence follows: reading I and II, decoding and comprehension; reading III, word attack skills and comprehension; language I and II, comprehension; language III, reasoning and rules of grammar and structure. Arithmetic, physical education, art, science, music and additional reading is taught using the system's Competency Based Curriculum.

Lessons are presented to small groups of students for 30-35 minutes per day in reading. Language is taught in large groups. Lesson day in program is recorded to monitor instruction and student progress.

Contact ***Dorothy J. Rice, Director; Nichols Avenue Follow Through; Martin Luther King Avenue and Sumner Rd., S.E.; Washington, DC 20020. (202) 767-7086.***

Developmental Funding: USOE Follow Through

JDRP No. 80-50c (12/29/80)

PROVISO READING MODEL. A program of structured sequential activities for language arts, mathematics, and science courses to remedy serious reading problems among students in grades 9-12.

Audience Aproved by JDRP for grades 9-12.

Description The Proviso Reading Model is a four-year program. Ninth-grade students identified as disabled readers enroll in the program's Level I courses in English, general science, and math fundamentals. In tenth, eleventh, and twelfth grades, students who have not yet developed the skills required to enter one of the district's nonremedial English curricular sequences are enrolled in program courses for Levels II, III and IV. The Proviso Reading Model is based on four convictions: that poor readers can improve, even in high school if reading is a major thrust of the total curriculum; that a sound high school reading program must be based on a definition of reading as a thinking skill; that the skills that make up what is generally defined as reading (linear reading) may be learned through carefully devised visual literacy (media reading), composition, oral communication, mathematical computation, language, and listening activities within courses in English, science, and mathematics than in pull-out tutorial or remedial activities not part of the regular curricular offerings; and that materials and strategies attractive enough to make reluctant students excited about learning do exist. The organization of Level I allows for a variety of teaching strategies. Activities can be directed by a single teacher with a general background in language, composition, and reading. If there are enough students, the course can be taught by a team of three teachers, each of whom directs the activities of one specific area—reading, media, or composition. Math and science are taught by regular classroom teachers using materials devised by district reading specialists. In Levels II, III and IV, students continue to develop linear and visual reading skills while applying these to the development of skills in composition, speech, and media. A curriculum guide, with single copies of all instructional materials, is available for each level.

Requirements A successful adoption requires no specialized facility nor additional staff. It does require active administrative support and staff members with demonstrated concern and interest in the teaching of reading (if no academic background). Above all, staff members must be willing to use highly structured sequential materials. Adopter school needs will determine the number of training days (1-3) and follow-up meetings.

Costs Curriculum guides for each course cost $50.00 per copy. A wide variety of commercially available materials may be used. Adopter assumes the cost of releasing staff for training and follow up. (Costs for trainer's travel and per diem can be negotiated.)

Services Awareness materials in limited quantity are available at no cost. Visitors are welcome at demonstration site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adopter site or at demonstration site (costs to be negotiated). Follow-up and assistance with evaluation are available to adopters (costs to be negotiated).

Contact ***Dale Crawford, Project Director, or Mary Lou Crawford, Project Coordinator; Proviso Township High Schools, District No. 209; 807 S. First Ave.; Maywood, IL 60153. (312) 344-7000, ext. 200 or 304.***

Developmental Funding: USOE ESEA TITLE IV-C

JDRP No. 80-9 (6/17/80)

PSYCHOMOTOR LEARNINGS FOR ACADEMIC YIELDS (Project PLAY). Perceptual-motor and/or cognitive activities conducted by teachers and parents to increase children's reading readiness. Approved by JDRP for pre-kindergarten through grade 1.

Description This program is based on the assumption that psychomotor deficiencies (which may be due to poor socioeconomic backgrounds) will interfere with learning, especially beginning reading and must be either prevented or corrected. Pre-kindergarten, kindergarten, and grade 1 children participate in teacher-directed perceptual-motor and cognitive activities based on a project-developed diagnostic/prescriptive curriculum guide. Gross and fine motor activities combined with cognitive learnings such as shapes, colors, and letter and word recognition help the child transfer sensory experiences to conceptual meanings. Teachers are trained in diagnostic procedures, methods of combining perceptual-motor and cognitive instruction, and preparation of learning environments that encompass gross and fine motor and cognitive-related learnings. In addition, parents are given a training handbook and special activity packets intended to help them understand some basic principles of child development. These packets describe techniques that parents can use to teach their own children. Involvement of the local community is an important aspect of the program. Community agencies (the mental health department, the swimming staff at the YMCA, groups of elderly people, the local library and a speech and hearing clinic) would be helpful at any adopting site. Project students have included special education children (15 percent), with the remainder coming from the regular school population. The project has a similar program for preschoolers.

Contact *Evelyn Murray; Bristol Virginia Schools; 222 Oak St.; Bristol VA 24201. (703) 669-8181.*

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 79-38 (4/22/80)

QUILL: Microcomputer-Based Writing Activities

Audience Approved by JDRP for all students in grades 3-5

Description QUILL is a microcomputer-based writing program that provides students with software tools for planning, composing, revising, storing, retrieving and printing written text. QUILL also provides teachers with training and assistance to integrate the software into classroom writing instruction and writing in content areas. The primary purpose of QUILL is to provide students with motivating writing activities in a structured, computer-based format, which allows for flexiblity in addressing student ability and interest. Additionally, QUILL offers students use of "real life" microcomputer tools, such as a text editor and message system. Finally, QUILL provides teachers with tools to supplement and expand language arts and writing instruction, especially in the areas of expository and persuasive writing.

Intermediate level elementary students (grades 3-5) have significantly improved ($p < .05$) the quality of their expository writing, as measured by pre and post writing samples in comparison with a matched control group.

Requirements At least one computer system per class (Apple with 64K, two drives, 80 column display, green screen monitor, and printer). Computer lab setting is acceptable. No additional staff is required. A local facilitator should be designated from existing personnel.

Costs Staff training and implementation assistance, and purchase of software and hardware are the primary costs. Training (3 days) and on-site assistance (2 days) costs approximately $2000. The software package from a commercial publisher costs $150 per teacher. Additional materials (disks, paper, etc.) cost approximately $125 per teacher. Hardware costs will vary depending upon equipment already available to the adopter.

Services Visitors are welcome at demonstration sites located throughout the country. Awareness materials are available at no cost. Project staff is available for presentation and training on a limited basis (cost to be negotiated).

Contact ***Denise Blumenthal or David Zacchei, The NETWORK Inc., 290 South Main Street, Andover, Massachusetts 01810 (617) 470-1080.***

Developmental Funding: U.S. Department of Education

JDRP No. 84-10 (3/30/84)

PROJECT R-3: Readiness, Relevancy and Reinforcement. A motivational basic skills program that interrelates the reading and mathematics curricula through gaming/ simulation activities involving career awareness.

Audience Aproved by JDRP for students of all abilities, grades 7-9. This program has also been used with elementary, high school, and alternative school audiences.

Description Project R-3 was jointly designed in 1967 by the San Jose Unified School District and the Education Systems Organization of Lockheed Missiles and Space Company with the help of consultants from San Jose State University. Its competency-based curriculum interrelates reading and mathematics and supplies reinforcement through gaming/simulation, intensive involvement (a three-day study trip), parental involvement, and an inservice training program for staff development. The main objective of Project R-3 is the upgrading of essential reading and mathematics skills. By deeply involving the students in classroom games and simulations, the program seeks to motivate them to achieve in learning experiences: to make them ready to learn, to make learning relevant, and to reinforce positive attitudes and behavior.

The project utilizes the diagnostic/prescriptive individualized approach in reading and math. Reinforcement of skill areas is provided through gaming/simulation activities that involve team learning, the decision-making process, and career awareness development.

Requirements Reading and mathematics teachers should have a knowledge of the diagnostic/ prescriptive approach to individualized instruction. Teachers must be receptive to team planning. All staff should develop expertise in gaming/simulation. Aproximately 50 hours of inservice work are accomplished by each staff member in a given year.

Costs The basic materials of a secondary-level reading program can be utilized. Specially prepared math contracts cost approximately $150 for a complete set of masters which can be duplicated. A complete set of consumable math contracts for 250+ students can be purchased for $6.00 per set ($.21 per contract). Eighteen simulation booklets containing teacher guide and student materials cost $8 per book. Other costs: reproduction of gaming/simulation activities and contracts; secondary instructional aides.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at the project site (costs to be negotiated). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Pauline E. Perazzo, Director: 1635 Park Ave.; San Jose, CA 95126. (408) 287-1111 or 1112.***

Developmental Funding: State USOE ESEA Title III

JDRP No. 74-13 (2/20/74)

READING/ENGLISH ROTATION PROJECT. A rotating clasroom approach to teaching reading/language arts skills to students working below grade level.

Audience Approved by JDRP for grades 7-9. It has also been implemented in K-12.

Description An organizational pattern was designed to take into account the characteristics of the students and to identify and meet their individual needs. Students are divided into small, flexible groups of six to 10 which move from station to station. Different materials and activities at each station are specifically planned to build a success pattern for the individual child. A rotation group consists of 60 children. Each group of 20 moves to three different classrooms during a two-period time block of approximately one hour and 30 minutes. One classroom is equipped as a reading laboratory where basic reading skills are emphasized. A second classroom reinforces reading skills through various reading activities selected to provide sequential development of skills. In the third classroom, the English teacher again reinforces the reading skills through various English/reading skill exercises and through the language-experience approach to reading. This is a team-teaching approach that emphasizes the integration of the basic communication skills as opposed to the "pull-out" model.

Requirements Two teachers, one lead reading teacher, and up to four paraprofessionals are desired. This staffing equals one rotation and/or 60 students, which equals three classrooms. Materials already found in most schools are used. Three days of staff development training are required.

Costs $15 per student, excluding personnel on-going cost.

Services Awareness materials are available. Visitors are welcome October through April by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at adopter site (trainer travel and per diem must be paid). Follow-up services are available to adopters (costs to be negotiated).

Contact ***Marcelyn Hobbs, Program Director; Reading/English Rotation Project; P.O.Box 475; Thomson, GA 30824. (404) 595-7339.***

Developmental Funding: USOE ESEA Title I

JDRP No. 35 (4/4-5/73)

PROJECT READ-WRITE. A program in reading and related language arts that uses writing techniques and prescriptions to improve reading comprehension and vocabulary.

Audience Approved by the JDRP for grades 4-6. This program has also been used in grades 2-3 and 7-12 and in special education, ESL, and content-area classes.

Description Project Read-Write is designed to be consistently applied by the classroom teacher to augment the basic reading program in order to develop vocabulary and promote total comprehension. The program involves the application of prescriptions—specially developed strategies designed to teach one major skill and several ancillary skills simultaneously. Each prescription involves the use of one or more language-manipulation techniques. The prescriptions are structured writing and/or oral activities that can be used with materials already available in the classroom.

The prescriptions encourage students to react holistically to a reading selection and to incorporate within the activities their own ideas, experiences, perceptions, and feelings. The prescriptions cover a wide range of reading objectives, from phonics and structural analysis to inferential, critical and creative, as well as literal comprehension. The prescriptions are arranged within the Project Read-Write Resource and Instructional Manual according to the major objective and level of difficulty.

The program also offers a checklist that can be used in conjunction with formal and informal diagnosis to list and establish a priority ranking of pupil needs on a class, group, and individual basis. This checklist becomes an ongoing record of pupil achievement and accompanies the student as he or she proceeds through the grades.

Requirements Project Read-Write can be adopted within a single school or by an entire district. A variety of adoption patterns can be considered. Teachers and administrators attend a two-day intensive workshop, during which they receive instruction on how to conduct the Read-Write program. Each teacher and administrator must obtain a copy of the PROJECT READ-WRITE RESOURCE AND INSTRUCTIONAL MANUAL. Adopters agree to evaluate the impact of the Read-Write program and furnish a copy of the evaluation report to the project.

Costs Adopter assumes (or shares with NDN Facilitator) the costs of releasing teachers and administrators for training workshops. Adopter assumes (or shares with NDN Facilitator) per diem, travel, and lodging costs for project staff if a training or awareness presentation is given out of state. Resource and Instructional manual: $20 per copy.

Services Awareness materials are available free. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs) and at adopter site (costs to be negotiated). Follow-up consultations and visits are available. Visitors are welcome at project site by appointment.

Contact *Frederick McCarthy, Director; Board of Education; 2 Cedar Street; Newark, NJ 07102. (201) 242-2451.*

Developmental Funding: USOE ESEA Titles III and IV-C. JDRP No. 80-30 (11/25/80).

THE RESPONSIVE EARLY CHILDHOOD EDUCATION PROGRAM (RECEP). A program of language, mathematics, and problem-solving for children in grades K-3. Approved by JDRP for children, grades K-3.

Description The Responsive Early Childhood Education Program is currently serving 1,100 children, grades K-3, who meet Follow Through and/or Headstart eligibility. An additional 550 children receive Responsive Education instruction as a result of their placement in Follow Through classrooms. The goals are to increase children's learning of the basic skills of language and mathematics and of problem-solving abilities; to stimulate the development of positive attitudes toward learning; and to foster culturally pluralistic attitudes and behaviors.

Special attention to the improvement of basic skills has characterized the Goldsboro project since its inception. Distinctive features include a basic skills personalized instructional program using trained volunteers and comprehensive test results.

RECEP is based on the belief that all children have an accumulated learning base upon which additional knowledge and skills can be developed. The evaluation component of this program provides the teacher with specific information for each child that describes his/her strengths and weaknesses. Individual student needs are assessed, and standardized test scores are regularly compared with those of children elsewhere in the country.

Contact ***Winnie D. Brewington, Director: The Responsive Early Childhood Education Program; Goldsboro City Schools; P.O. Box 1797; Goldsboro, NC 27530-0038. (919) 734-0561.***

Developmental Funding: USOE Follow Through

JDRP No. 77-154b (2/4/81)
Recertified (4/85)

STUDENT TEAM LEARNING. A set of instructional techniques placing students in four- or five-member heterogeneous learning teams to master basic skills.

Audience Approved by JDRP for students grades 3-12.

Description Student Team Learning (STL) consists of three major techniques: Student Teams-Achievement Divisions (STAD), Teams-Games-Tournament (TGT), and Jigsaw. All three require students to work in learning teams that are heterogeneous in terms of sex, race, and past performance. In STAD, students study worksheets in their teams following a teacher presentation. Then they take quizzes individually to demonstrate how much they have learned. The student's quiz scores are summed to form a team score, which later is printed in a weekly newsletter. TGT is similar to STAD, except that students display their learning by playing academic games instead of taking quizzes. In Jigsaw, students become "experts" on topics relating to narrative material they have read and teach these topics to their teammates. STL is the umbrella term for these three programs. STAD is approved for language arts and TGT for language arts and math, and the STL program as a whole is approved for intergroup relations.

Student Team Learning can be used with the teacher's manual and teacher-made curriculum materials alone. Inexpensive materials in mathematics, language arts, and nutrition are available (see below). The techniques are very practical. They are in use in hundreds of schools across the U.S.

The effects of Student Team Learning on intergroup relations are strong and consistent, because the team goal and team interactions allow students to view one another positively. There is no specific mention of race or ethnicity in the program. Because the program is inexpensive, takes no more class or teacher time than traditional methods, and increases achievement as well as improving intergroup relations, it can be used as a regular part of class instruction in any subject.

Requirements Individual teachers can implement TGT through use of teacher's manual and construction of own worksheets and games. For school or district implementation, there should be general awareness training followed by workshop training (two days). If TGT's published curriculum materials are used, no teacher development of materials is required.

Costs Basic starter kit for use with teacher-made worksheets and games is available for $5. Objectives-based curriculum materials (worksheets and game sheets) available for reproduction: Language arts, grades 3-8, 100 objectives, $40; 20 usage objectives, $20. Mathematics, grades 3-8, 20 basic objectives per grade level, $20 per grade level.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites out of state. Project staff are available to attend out-of-state awareness meetings, and/or training at the adopter site The cost for this service is $250 per day plus expenses. Training is conducted at the project site at a cost of $50 per person per day. Implementation and follow-up services are available to adopters ($250/day).

Contact ***Barbara A. Bennett, Dissemination Coordinator; Center for Social Organization of Schools; 3505 N. Charles St.; Baltimore, MD 21218. (301) 338-8249.***

Developmental Funding: NIE

JDRP No. 75-81 (75), 78-199a (79)
79-12 (4/17/79)

PROJECT SUCCESS ENRICHMENT: A program to enrich the education of intellectually and creatively gifted students.

Audience Approved by JDRP for gifted and talented students, grades 2-8.

Description 1Special enrichment activities are provided for students in grades 2-8 with exceptionally high ability in the areas of language arts and art. Students are grouped in enrichment classes of 15 or fewer students per section. (This can also be accomplished within a regular classroom setting). Enrichment classes meet 2 hours per week. The participants are not relieved of their regular classroom assignments although if the pullout model is used, they are excused from regular classroom attendance to participate in the program.

Enrichment centers are supplied with project curriculum materials, equipment and staff. Lessons are presented in a hierarchical sequence from skill awareness through skill acquisition, skill mastery, skill application, to skill transfer. At the skill application level, elaboration, originality, divergent thinking, and problem solving are stressed.

The language arts curriculum includes (l) Imagery (similes, metaphors, and personification), (2) Vocabulary (descriptive adjectives and work expansion), (3) Sentences (order, types), (4) Literature (Newberry Award winners, Literary Analysis), and (5) Format (organization, editing, theme). Upon mastery of these topics, Learners study in-depth, various types of poetry and short story writing and transfer their literary knowledge to a variety of integrated projects. Both oral and written communication skills are stressed through various teaching strategies. The curriculum is embodied in six packets (four years of instruction): Introductory, short story, poetry, drafting and editing, literature books and projects, and evaluation.

The art curriculum emphasizes drawing, painting, and clay work. After completing skill awareness and skill acquisition activities, students embark on individual projects.

Requirements Implementation requirements include: Identification of instructors; instructors and principal participate in one-day inservice; identification of students; acquisition of curriculum; pre-testing; instruction; two-day follow-up (principal); and post testing.

Costs Adopters pay travel and per diem costs for one trainer. Twenty-thirty persons can be accommodated in one training session. Adopters purchase training and curriculum manual for $100. At least one manual per school is required. One manual per instruction is desirable.

Services Visitors are welcome at any of our demonstration sites by appointment. Project staff are available for awareness and training sessions and for follow-up and evaluation services. Interested schools may make application for these services. Applications are available upon request. Project brochures and secondary awareness materials are available upon request.

Contact ***Carolyn Gaab-Bronson, Project Success Enrichment; 7249 Capitol Blvd. S.; Tumwater, Washington 98501. Phone (206) 352-0922.***

Developmental Funding: ESEA Title III and IV-C

JDRP No. 83-6 (3/4/83)

TALK: Teaching Activities for Language Knowledge. A program improving expressive and receptive vocabulary skills and language, grades K-3. TALK encourages the use of positive reinforcement, active participation, creative thought and fun in learning.

Audience Approved by JDRP for elementary students grades K-3 scoring at the 50th percentile or below on a standardized reading test.

Description A language specialist teaches 30-minute oral language lessons twice each week in K-3 classrooms. The participating classroom teacher remains in the classroom during lessons demonstrated by the language specialist, teaches weekly follow-up oral language lessons assigned by the language specialist from the TALK lesson manual, and completes a brief evaluation of the TALK lessons conducted. A TALK lesson manual includes lessons in listening skills, grammatical skills, describing and defining, personal and social awareness, choral speaking, story-telling, creative dramatics and puppets, and speaking and hearing science.

TALK students have shown gains of 30% to 80% on standardized tests for receptive and expressive language. These highly significant gains have been obtained at all grade levels.

Requirements The adopting district provides a speech and language clinician or teacher with a background in language development or reading, one hour per week for each classroom receiving TALK. The TALK program can be adopted by one language specialist and two classroom teachers in a school district. After language specialists and classroom teachers have been trained in the program, they can train other personnel in the local district. TALK staff assist adopting district in evaluating the effectiveness of the program as it is implemented.

Costs Each language specialist and classroom teacher must have a copy of the TALK instructional manual, $45. A TALK training manual, $10 is suggested for each school district. TALK staff and Certified Trainers are available for trainings. Costs for these sessions are negotiable.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). One-day training sessions are conducted at project site or adopter site (costs to be negotiated). Implementation and follow-up services are vailable to adopters (costs to be negotiated).

Contact ***Stephanie Hendee, Project Director; Muldoon Center; Rockford School District #205; 121 S. Stanley St.; Rockford, IL 61102. (815) 964-7019.***

Developmental Funding: USOE ESEA Title III

JDRP No. 78-189 (7/11/79)
Recertified (1/85)

TRENTON FOLLOW THROUGH: Behavior Analysis Approach. A complete program in the basic skills of reading, arithmetic, handwriting, and spelling. Approved by JDRP for students of all abilities, grades K-3, and their parents, especially from low-income families.

Description The Follow Through program uses a wide array of systematic techniques involving the precise use of positive reinforcement to attain clearly stated instructional objectives. The program introduces reading, arithmetic, handwriting, and spelling at the kindergarten level and emphasizes the continued mastery of these skills through the third grade. Augmented classroom staff, including a certified lead teacher, a teacher's aide and a parent educator, allow for small-group instruction. Programmed instructional materials are used to enable each child to progress at his or her own maximum rate. A high level of motivation is maintained with a token and contract system used by all members of the teaching team. The curriculum materials used in the Trenton program have been selected for their capacity to accommodate a continuous-progress monitoring system. Parents are involved in the Trenton program as classroom instructionai personnel and as participants in the Policy Advisory Council. Parents are invited to become an integral part of their children's education. As parent educators, their primary instructional duties focus on the teaching of handwriting and spelling (for a five-month term). Each parent educator participates in a five-day training sequence. School Nurse Practitioners provide a complete health history, physical assessment, hematology studies, and dental and vision screening, with follow-ups to each child enrolled in the program.

Contact *Dorothy N. Barber, Project Coordinator; Follow Through Program; Trenton Board of Education; Administration Building; 108 N. Clinton Ave.; Trenton, NJ 08609. (609) 989-2876.*

Developemental Funding: USOE Follow Through

JDRP No. 77-139 (8/26/77)

PROJECT UNDERSTAND: Arlington's Chapter I Program. A program to help strengthen reading, language, and math skills in children in grades K-8 scoring at or below the 40th percentile in reading and language arts and math for whom a supplementary learning experience best meets their academic needs.

Description A fundamental aim of this program is to help strengthen reading, language, and math skill development in K-8 target children. A weighted student checklist is used to identify those students who will participate in the program. Participating students come to a center for 150 minutes of instruction per week. Students are seen on a one-to-one basis if their needs require it, but the majority are seen in small groups (up to six) to encourage collaborative learning and interaction. Although the evaluation design for the project is tightly structured, the staff is humanistic in its approach, working from students' strengths rather than weaknesses. Centers appear informal and are run on a workshop basis enabling individual progress and small-group activity to flourish simultaneously. Staff are allowed great latitude in the decision-making process, not only when writing the project, but also when ordering instructional materials for the individualized needs of their students and schools. An orientation precedes each regular school year program. Regular staff meetings (where staff exchange instructional strategies) and inservice sessions are held two afternoons per month, when all students are released early. The program works to increase parental involvement, thus fostering collaboration and understanding between school and home life.

Contact *Jane E. Faley, Chapter I Director; Arlington Public Schools; 869 Massachusetts Ave.; Arlington, MA 02174. (617) 646-1000, Ext. 3143.*

Developmental Funding: USOE ESEA Title I

JDRP No. 74-121 (12/16/74)

WESLACO INDIVIDUALIZED READING/LANGUAGE ARTS INSTRUCTION AND STAFF DEVELOPMENT (WILASD). A reading program designed for minority and/or bilingual elementary school pupils.

Description WILASD has two key elements. The first element, instruction, is unique in that each student, reader or non-reader, begins individual reading instruction at a success level the day of entrance into school. The non-reader begins with a story which uses the child's name and one vocabulary word from the first preprimer of whatever reading series is in use. One-word vocabulary stories are used through the primer level to ensure that students requiring a slowly paced program can progress daily, and students who are average or accelerated may have practice material available to them. Another unique facet is that the vocabulary of the reading series is used to construct reinforcement activities in spelling, composition, closure, main idea, inference, sequence, vocabulary, fact/opinion, and other areas. Phonics, taught in small groups, utilizes an approach which initiates multi-syllabic instruction when a student has learned a few consonants and one short vowel.

The second element, staff development, features a teacher-leader or principal who assists students and teachers in the areas of diagnosis, prescription, instruction, reinforcement and management. The program is especially useful in areas where substantial numbers of students follow migratory work with their parents. Over a four-year period of development, students participating in the program have scored significantly higher (p .05)as measured by the Bilingual Syntax Measure, than students during the baseline year who did not participate in the program.

Contact *Richard Wubbena, Ph.D.; Project Coordinator, Weslaco I.S.D.; P.O. Box 266; Weslaco, TX 78596. (512) 968-1515 ext. 385.*

Developmental Funding: ESEA IV-C

IDRP No. 83-2 (5/27/83)

PROJECT WR.I.T.&E.: Writing is Thorough and Efficient

Audience Approved by JDRP for grades K-12.

Description Project WR.I.T.&E. is a K-12 writing program designed to improve students' writing competency and fluency in composing by using a process approach to writing that is developmentally tailored to students' needs.

Based upon the results of 3 experimental studies across different grade levels (3, 4, 5, 7 and 11), students receiving instruction with the Project WR.I.T.&E. curriculum significantly outperform ($p < .01$) comparable control group students in writing ability, as measured by the Holistic Writing Assessment Procedure.

Requirements Adopters must attend staff development activities directed by Project WR.I.T.&E. staff, at which time a system for ongoing monitoring and support activites will be provided. Additional staff are not necessary for replicating the project, but staff retraining is necessary. The Project offers a 3-day workshop designed to prepare teachers for using Project teaching techniques. Teachers planning to implement Project WR.I.T.&E. should attend the workshop in the summer or school year prior to implementation.

Costs Program costs include training workshops, teacher curriculum guides, holistic evaluation student composition books, quarterly student publications and annual young author's conference. Initial installation cost per student (N=600) is $15.25 with a recurring installation cost per student of $7.18 with a recurring cost after year three of $1.60.

Services Project staff is available to conduct workshops as well as awareness sessions either at the Project site or elsewhere. Visitors are welcome to visit the Project by appointment. Project staff is also available to provide technical assistance in conducting a writing needs assessment and in holistic scoring of writing samples.

Contact *Mr. Walter J. Vail, Project Director; or Ms. Patricia A Rubin, Project Director; Project WR.I.T.&E.; Glassboro Board of Education; North Delsea Drive, Glassboro, New Jersey 08028. (609) 881-2290.*

Developmental Funding: ESEA Title IV-C

JDRP No. 84-12 3/26/84

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